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ABSTRACT

This guide provides an overview of the types and dimensions of partnership programs between institutions of higher education and elementary or secondary schools, how they operate, and their importance as a strategy for educational reform. The guide is divided into four parts which cover: (1) background context; (2) strategies used by successful programs; (3) descriptions of partnerships to improve student achievement within various categories of focus; and (4) sources of additional information about collaboration. Descriptions of early identification programs include those at the University of Missouri at St. Louis, George Mason University (Virginia), and Ohio State University. Descriptions of dropout prevention programs include those at Virginia Commonwealth University, Kean College (New Jersey), and Rancho Santiago Community College (California). Program descriptions focusing on curriculum and teaching include Hunter College (New York), University of California at Santa Cruz, and the University of California at Berkeley. Also described are college access programs at Connecticut College, the University of Missouri at St. Louis, Dickinson College (Pennsylvania), Wabash College (New Jersey), and Xavier University (New Orleans). Programs organized as schools on college campuses include Shelby State Community College (Tennessee) and LaGuardia Community College New York). Comprehensive programs are described for Maricopa Community Colleges (Arizona), University of California at Irvine, the Hispanic Association of Colleges and Universities (Texas), and Arizona State University. (JLS)

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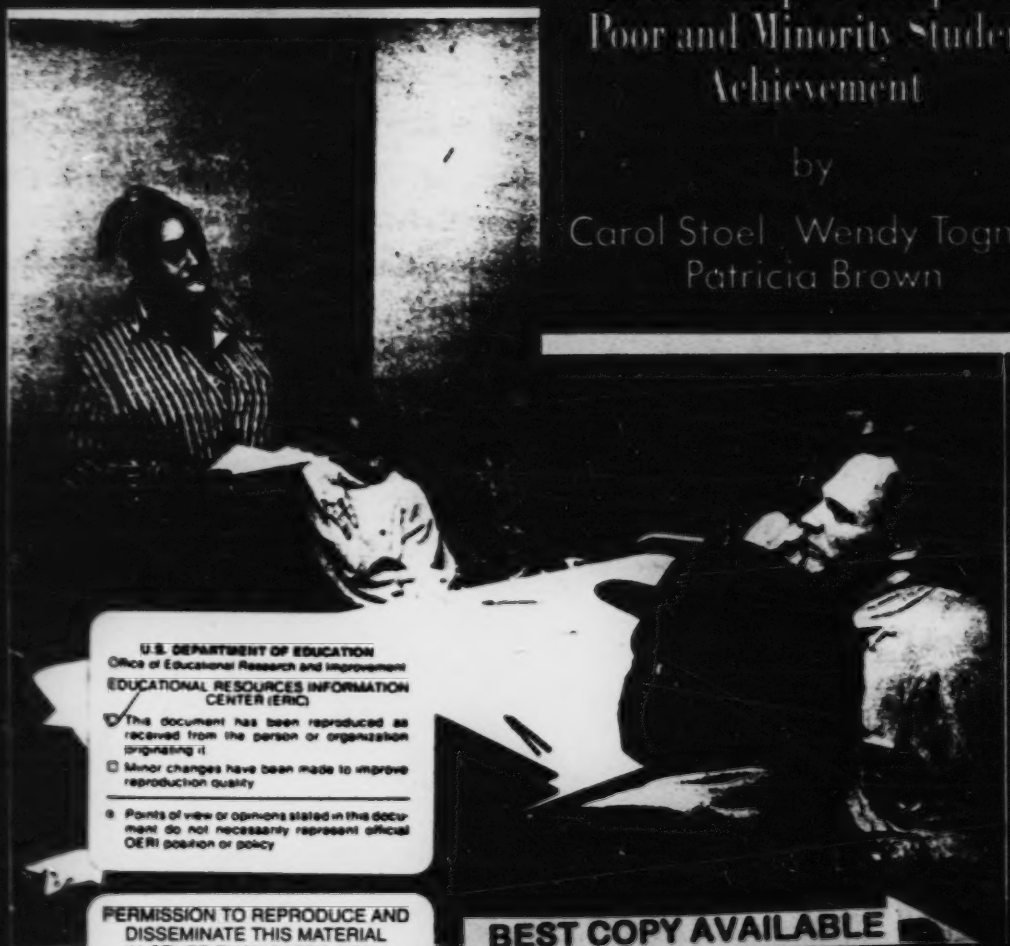
What Works

School/College Partnerships To Improve Poor and Minority Student Achievement

by

Carol Stoel Wendy Togneri
Patricia Brown



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American Association for Higher Education
Office of School/College Collaboration
1992

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WHAT WORKS: SCHOOL/COLLEGE PARTNERSHIPS TO IMPROVE POOR AND MINORITY STUDENT ACHIEVEMENT
by Carol Stoel, Wendy Togneri, Patricia Brown

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Contents

i Preface

1 Partnerships in Context

7 What Students Need, What Partnerships Need to Address

21 Programs to Improve School and College Success for Poor and Minority Students

22 Early Identification Programs

University of Missouri-St. Louis — Access to Success
George Mason University — Early Identification Program
The Ohio State University — Young Scholars Program

29 Dropout Prevention Programs

Virginia Commonwealth University — Project BEST
Kean College — Project Adelante
Rancho Santiago Community College — STAR

36 Programs That Focus on Curriculum and Teaching

Hunter College, CUNY — American Social History Project
University of California, Santa Cruz — Gateways Project
University of California, Berkeley — ACCESS

45 Professional Paths Programs

Marietta College — Women in the Sciences
Benedict College — Minority Access to Teacher Education
The Johns Hopkins University — Hopkins/Dunbar Health Professions Program

52 College Access Programs

Connecticut College — High School Students Advancement Program
University of Missouri-St. Louis — Bridge Program
Dickinson College — FOCUS
Wabash College — Bridge Program
Xavier University — SuperScholar/EXCEL

67 Programs as Schools on College Campuses

Shelby State Community College — Middle College High School
LaGuardia Community College — International High School

74 Comprehensive Programs

Maricopa Community Colleges — The Think Tank
University of California, Irvine — Project STEP
Hispanic Association of Colleges and Universities — Hispanic Student Success Program
Arizona State University — Project PRIME

85 For More Information on School/College Collaboration

Preface

In 1990, the American Association for Higher Education (AAHE) established an Office of School/College Collaboration to address the growing need for a national forum where school and college faculty, staff, and administrators could meet to discuss current issues and strategies to advance student achievement through partnerships and to share information about new ideas in collaboration. The office initiated an annual National Conference on School/College Collaboration, the first of which, "Mainstreaming Academic Partnerships," occurred in Chicago in June 1990. At the Second National Conference, in June 1991, the theme was partnerships to improve student achievement, with a particular focus on those partnerships that enhance achievement of poor and minority students. Our thanks go to The College Board for its partnership with AAHE in developing those conferences.

More than 125 partnerships were represented at that Second National Conference on School/College Collaboration. In particular, 86 partnerships were honored at a special recognition event for their work in accelerating the achievement of poor and minority students. Though primarily self-nominated, the partnerships were required to meet three of the following four criteria: (1) to reach students early in schooling (ninth grade or before), (2) to place students' academic progress at the core of their activities, (3) to pursue the simultaneous revitalization of both schools and colleges, and (4) to monitor and assess their own effectiveness.

The range of partnership activities was so impressive and extensive we realized it would be a terrible mistake not to capture that richness in a publication. And so, with the support of the Carnegie Corporation, the Pew Charitable Trusts, and the Coca-Cola Foundation, we compiled this guide to model partnerships for student success.

This guide is not all-inclusive; the partnerships described are representative of the categories of programs we understand to be particularly significant for improving student achievement. In the course of putting the guide together, we discovered many other partnerships equally outstanding but for which we did not have space.

Our goal here is to provide readers with a quick understanding of what types and dimensions of programs exist, to discuss how they operate, and to convey our enthusiasm for the importance of these programs as a significant strategy for bringing about educational reform for students and the system. We envision our audience as anyone interested in partnership work. Some readers might already be involved in partnerships and reading for insight into possible additional strategies; others might be interested in entering the partnership world and finding out what is happening.

What Works is divided into four parts: background context; strategies used by successful programs; descriptions of partnerships to improve student achievement, divided into seven categories of focus; and sources of additional information about collaboration. Sidebars (in shaded boxes) provide additional supportive information and anecdotes.

As a final note, we would like to express our appreciation to Bry Pollack, AAHE managing editor, for all her guidance and support in putting *What Works* together.

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Partnerships in Context

For nearly three decades now, American colleges and universities have undertaken a variety of strategies to increase the access and success of students, particularly of underrepresented ethnic and economic groups. Indeed, if we were to compare the highly sophisticated partnership programs described on the following pages with the wonderfully energetic and creative — but incredibly messy, seat-of-the-pants — efforts of the 1960s, we would hardly recognize any connection, except, perhaps, the most important connection of all: dedicated, committed, talented, and resourceful staffs.

During this time, we've learned some very important "truths":

- That if properly educated and supported, minority students and students from poor homes can be as successful in school and college as anyone else.

- That despite evidence that it is best to start early in preventing problems, it is really never "too late" to reach young people.

- That when colleges get involved with young people and the schools they attend, pronounced benefits accrue not only to students but to both institutions.

We've learned a lot about how to shape partnership programs so they will be successful — how to organize them, and the elements to include. Over the last thirty years, partnership programs have grown in comprehensiveness, complexity, and focus. In their quest to increase student achievement, partnership programs began to look at other avenues for change, emphasizing

Upward Bound

Upward Bound, which is administered through the U.S. Department of Education, operates on more than 500 college and university campuses across the country and will soon expand that participation. The program recruits high school students who have the potential to successfully complete postsecondary education but who might have difficulty gaining admission due to poor preparation, poor schools, or lack of motivation. Upward Bound programs work with students in after-school, weekend, and summer programs that bridge the gap to college. Staff work directly with 50 to 150 students, providing remedial instruction, alternative curricula, tutoring, counseling, cultural exposure to college, and encouragement. In 1991, 36,000 students with low-income backgrounds participated in Upward Bound's six-week summer programs.

teacher and curriculum development efforts as well as counseling and information services. Early-intervention programs emerged, as educators recognized the need to reach students at a younger age. To deal with gaps in school curricula, many programs focused intensively on strengthening students' math and science skills, seen as critical to future job opportunities. Even the very oldest programs, such as Upward Bound and Talent Search, which were created under the Economic Opportunity Act of 1965 and the Higher Education Act, have added new dimensions to enhance their overall effectiveness, as what works becomes more and more apparent.

The sheer number of partnerships to enhance student success has grown as well. Today, practically every college and university in the nation hosts at least one partnership program, and many campuses have multiple partnerships. When we look at the individual programs in each community, we find that many, if not most, help students to beat the odds. Students who would not otherwise go to college are taking college-preparatory courses, graduating from high school, and going on to college because of the special efforts of the programs. We salute these partnerships and acknowledge what an impor-

tant difference they have made in the lives of the students they serve.

However, the efforts of these many individual partnerships do not add up to produce the sheer numbers of successful students we as a nation desperately seek. We are still faced with disturbing statistics that show disproportionate numbers of minority and poor students not pursuing postsecondary opportunities, graduating unprepared for further schooling, or dropping out. American Council on Education data tell us that while the number of minority students graduating from high school and college has increased slightly, we are not making the gains we need, particularly given the overall increase in the minority student population.

Even with existing partnerships producing significant results, we are forced to be honest and ask ourselves: How can we bring about radical increases in the number of successful poor and minority students? How can we build on the knowledge and capacity of existing partnership programs to make the next big leap in increasing student achievement? Will a systemic approach that joins the education reform movement to the partnership world produce the results we need? We think so.

Talent Search

Compared with Upward Bound, Talent Search is a less-intensive support program, directed at a population similar to that served by Upward Bound. Talent Search identifies junior and senior high school students from lower-income families and youth who would be the first generation to attend college. Once students are identified, they are encouraged to take college-preparatory courses and apply for college. Academic and social support is provided in the form of tutoring, college and financial aid counseling, career orientation, and so on. Beginning in 1989, Talent Search began an early identification program to work with middle school students as well as high school students. Talent Search also publicizes information about financial aid and encourages students who have dropped out of school to reenter. In the last three years, Talent Search has expanded from 177 to nearly 300 programs, serving more than 300,000 students.

Toward that end, AAHE — on behalf of the Pew Charitable Trusts — recently launched such a systemic initiative. Called "Community Compacts for Student Success," the initiative will enable a core group of communities over a number of years to develop and carry out collaborative, outcome-based, systemic strategies to increase the number of poor and minority students entering and succeeding in postsecondary education. As the initiative proceeds and sites develop their Compacts, more information will be available from AAHE.

As you read through the next two sections of this guide, don't be overwhelmed by all the models and choices; rather, pick out what makes sense to you for your community and your students. Think about what you know about the students in your community, their schools and colleges, and other purveyors of opportunities. Think about building improvements that work together to produce systemic change.

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What Students Need, What Partnerships Need to Address

The programs described in *What Works* illustrate a number of strategies to help poor and minority students enter and succeed in college. Certain strategies, reviewed below, appear again and again in the partnership programs, confirming that students who might not otherwise go to college need:

- Information about college-going.
- Access to a strong college-preparatory curriculum and instructional practices that facilitate learning.
- Teachers and parents who maintain high standards and expectations for students.
- Academic and social support to help students meet those standards and fulfill those high expectations.
- Assistance in securing the financial resources to pay for college, as well as financial support itself.
- Different levels of intervention.

Through trial and error, these programs have found that students need the whole range of activities to bolster them in their pursuit of college. Just enhancing the curriculum or raising expectations isn't enough. Programs need to be designed so that they provide a coherent web of support.

Information About College-Going

Students need information about college-going. They need to know that college can be an option for them, not just for the "rich kids" or the "smart kids."

Many poor and minority students do not get the information they need to prepare them to enter college and to persist there. Many students who participate in partnership programs have not been academically encouraged, are the first in their family to attend college, and have not been exposed to college-going activities and behaviors. They must, therefore, be introduced to the whole college-going culture — classes, tests, applications, studying, and so on.

Students must be counseled properly on taking the necessary courses — in math, science, English — to prepare them to do college-level work. They need to be informed about the tests colleges require for admission. They also need to be guided through the college decision-making and application processes, including securing financial aid.

Partnership programs have implemented a variety of activities to address those needs. Many have mechanisms to ensure that participants are enrolled in college-preparatory courses. Many programs hold specific college information days that include visits to college campuses, or workshops and seminars on college-going, or both. The Johns Hopkins University/Dunbar High School Health Professions Program demands that students take specific coursework during the academic year, has special learning activities at the Hopkins campus in the summer and during the academic year, and counsels students and parents on the college admissions process and financial aid.

Higher Education Information Center

The Higher Education Information Center, a division of The Education Resource Institute, offers free information and advice on access to higher education and financial aid to assist people of all ages and incomes in going to college. The Center opened in Boston in 1984 with the financial support of more than twenty-five colleges across Massachusetts. Today, the colleges and universities support the Center through yearly membership dues. The Center also receives support from state, federal, corporate, and foundation sources.

The Center provides assistance in numerous ways and is accessible to all interested persons. It has an extensive collection of resource materials on college-going and financial aid, including computerized guidance systems and videos. The Center assists young people and adults on a walk-in basis, by appointment, and by telephone on how to explore careers, choose a college, and secure the financial resources to attend.

In addition, the Center initiates programs aimed specifically at young people in collaboration with schools, colleges, businesses, and community groups. These programs are designed to motivate students who might not otherwise consider college as an option. They use a variety of means to orient students toward college-going, including special college counseling programs, workshops conducted by college students, college tours, and a career introduction speakers bureau.

The Center also has established committees of school and college personnel in twenty cities throughout Massachusetts to develop and carry out education awareness activities. In addition, the Center also maintains a toll-free information hotline.

The Higher Education Information Center has achieved significant results. Recent studies show that 88 percent of visitors who received advice on the admissions process were accepted and/or enrolled in a postsecondary program. Forty (40) percent of visitors who participated in the study said that they would not have applied for financial aid without the Center's help; 66 percent of those participants who applied for financial aid secured it.

Partnership programs, therefore, can be instrumental in helping demystify the aura of college-going that often inhibits first-generation college-goers. Not surprisingly, virtually all of the partnership programs described here bring students to the college campus for various academic and social activities. Interaction with college students and faculty, as well as the actual on-campus experience, helps students feel more at ease with the college environment. Through these activities, the college mystique is lessened, and students in the program begin to see themselves as future college students. The University of Missouri-St. Louis Bridge Program reports that its on-campus Saturday Academies and the direct contact with college students and faculty make the students feel special, confident about their abilities and about college as a reality for them.

Curriculum and Instruction

Students need to take courses that provide the advanced content they need to get into and succeed in college.

Many barriers hinder poor and minority students from taking and receiving a college-preparatory curriculum. First, many schools that serve poor and minority children simply do not offer the curriculum in math, science, and language arts needed to prepare students for college entry. Second, even if the necessary curriculum is available, poor and minority students often are not encouraged to take it. Finally, even when schools offer the necessary courses and actively seek to enroll poor and minority students, course content often is not rigorous enough to prepare them for college-level work.

School/college partnership programs have been helpful in assisting schools to develop and enhance their college-preparatory curricula. For example,

Wabash College and George Washington High School, in Indiana, developed a sequence of college-preparatory courses for the students of that vocational high school to help them prepare for acceptance to Wabash and other colleges and universities.

However, again, just offering the courses is not enough; students must have access to them. Often poor and minority students have been tracked since elementary school in low-expectation courses, which have not prepared them for college-preparatory work. By recognizing and acting on this barrier, school/college partnerships can be instrumental in helping such students make a transition into a college-preparatory sequence. For example, the Gateways Project, a collaboration between the University of California, Santa Cruz, and the Pajaro Valley Unified School District, recognized the need not only to develop and offer sound college-preparatory courses but also to actively encourage its students to take them by providing academic and social support.

Even offering college-preparatory courses and encouraging students to take them is not always sufficient to prepare students for the realities of college. Curriculum and instruction must be demanding and intentionally designed to prepare students for college work. Some school/college collaborative models are taking a look at the rigorousness and applicability of their curriculum and pedagogy to prepare students for college. Project STEP, in Santa Ana, California, exemplifies this effort. Over the past six years the Santa Ana Unified School District and local two- and four-year colleges and universities have evaluated and restructured the K-12 curriculum in math and in some science courses.

It is also helpful when the content and instructional method relate to the students being served. An example here is the work of the American Social History

Project (ASHP), through Hunter College in New York City. ASHP interests its student body, which is 90 percent minority, by developing courses that study social history as it pertains to those minority populations. Bret Eynon, director of ASHP, states, "What makes the program work is that content and pedagogy fit the needs of the students being taught."

High Standards and Expectations

Do *all* students really need the chance to go to college? Who really thinks poor or minority students will go? These questions illustrate a major obstacle such students face — low expectations of educators, parents, and other adults. To succeed, poor and minority students need to be held up to high standards.

Educators Educators working with poor and minority students often assume that their students will not go to college, and for many reasons they do little to change that situation. Teachers are less demanding of students they perceive as non-college-going, and school faculty and staff tend to slot poor and minority students into lower academic tracks. Such attitudes and expectations set limits on student achievement.

However, partnership programs set up by educators who do believe in setting high standards for poor and minority students are helping to change attitudes. Through partnership programs more and more educators can see the strong academic achievement such students are capable of when they are held to higher standards. The Connecticut College's High School Students Advancement Program reports that students' accomplishments go beyond their teachers' highest expectations, encouraging the teachers to challenge the students more intensively during the summer program and to raise standards in their high school classes. Teachers in the program's participating high schools begin to

see their role as one of preparing students for college, not just covering the necessary material.

Parents Parental understanding and encouragement is a critical element to student success in school and postsecondary education. Students need their parents to be actively involved in their education. They need assistance in making school activities a priority, and they need emotional support. Parents, therefore, must understand and foster their children's aspirations. College must become a reality not only for poor and minority students but also for their parents, many of whom have not attended college and so are unfamiliar with the college world. They need to know what is being asked of their children and themselves, what experiences their children will have, and how they will both be affected.

Partnership programs can be an excellent vehicle for getting parents involved and setting high expectations for their children. However, developing meaningful parent involvement is difficult. Many partnership programs report that parents are reluctant to attend meetings and do not always ask questions and participate fully. Many factors contribute to this difficulty: Parents are often busy, even overwhelmed, with the day-to-day tasks of supporting a family. The logistics of working out babysitters and transportation often prevent many parents from participating. Additionally, many parents find the school or college environment formidable.

Some programs have been successful at breaking down the barriers. Project Adelante, at Kean College, has developed a strong rapport with parents by investing much time and energy. Parents are invited to meet in small groups with program staff. Invitations are personal, often a call or visit from the student's teacher. At the meetings, refreshments usually are served while parents

and staff talk about the program and their children. The small numbers allow staff to address each parent's concerns and to talk about that parent's own child — not just about "the program." Staff are bilingual, so parents can speak in their native language.

At Wabash College, parents bring their children to the campus for the summer Bridge Program. Activities are planned to occupy parents and siblings while the students are being shown around. The college has found that parents are very concerned for their children's well-being: They want to know where their children will be staying, how safe they will be, and what they need to bring.

Support for Students

Aspiring to college is a process filled with risk and anxiety. Students are asked to raise their expectations, to set new goals for themselves, and to take challenging courses. To succeed on this new path, students require both academic and social support.

Academic Support College-preparatory classes are more difficult than the curriculum to which most poor and minority students have been exposed. In good conscience, educators cannot raise expectations, assign students to college-preparatory classes, and leave them to flounder. Students need help mastering the new level of knowledge; they need to raise the level of their basic skills and to advance their analytic, conceptual, and study skills. Most collaborative programs provide these necessary services, through tutoring, at after-school programs and on Saturdays, and by offering academic guidance and other forms of assistance through the school, college, and community.

Exposing students to a demanding curriculum that challenges them to think and use information in innovative ways is also important for college preparation.

A number of college access programs provide special courses that focus on analysis, conceptual development, and communication. Dickinson College, Connecticut College, and Xavier University offer intensive two- and three-week summer sessions in which students tackle advanced topics and complete complex tasks and projects.

Social Support The social support students need for higher aspirations is not always immediately forthcoming. Sometimes parents and fellow students are skeptical of the promises and hopes held out by college access programs. The students' peers don't always look positively on their academic success and the sacrifices it requires. In helping students achieve higher aspirations, programs need to provide mechanisms for peer and community support. Both Wabash and the University of Missouri-St. Louis block-schedule their partnership students for classes so that they are together most of the day and can support one another. Mentoring also provides social support. Mentors can be educators, older students, parents, community members. By linking students with adults who have backgrounds similar to their own, the students gain role models, confidants, veterans who know the ropes. Mentors can also help parents understand the college-going process and deal with the conflicts that arise from their children's new ambitions.

Support for the neediest students goes beyond these traditional forms. Partnership programs can intervene by facilitating social services that will help students stay in school. Students in the STAR program at Rancho Santiago Community College often need a variety of social services to stay in school: Young parents need childcare. Teens in very poor families need jobs to contribute to family income. Families commonly need housing, food, and clothing assistance.

Extended Support For many students, the need for academic or social support does not stop when the program ends. Follow-up phone calls, reunions for graduates, and other forms of continued contact help former participants stay on track. Teachers participating in Connecticut College's program keep in touch with their students throughout the year, checking to see that they take appropriate courses and helping with any problems that arise. After completing the Wabash College/George Washington High School Bridge Program, students who go on to college are called periodically during their first year by Wabash students, who offer encouragement and help with difficulties. The program also holds an annual reunion on campus.

Financial Assistance

In addition to being prepared for college entry, applying, and being admitted, students must have the financial resources to pay for college. Most students who participate in partnership programs cannot attend college without financial assistance.

Some school/college collaborations include a financial assistance component to help students overcome this barrier to college-going. The assistance takes a variety of forms.

Some programs guarantee students admission to the participating college if they fulfill certain requirements. For instance, the Early Identification Program at George Mason University offers admission to students who complete the program and maintain at least a *C* average. Benedict College's MATE program, which encourages minority students to enter the teaching profession, provides several full scholarships to students who complete the program successfully and enroll as teacher-education majors. Other institutions give preferential

admission to students who complete their access programs, such as Xavier University does for its SuperScholar/EXCEL participants. Reducing the uncertainty of the admissions process takes the next step in ensuring college access for students.

Some programs offer students and parents general assistance in obtaining financial aid. They educate families on the financial aid process, or they help students obtain and fill out the correct forms. Some programs even negotiate with colleges to help students get sufficient financial aid packages. Other partnerships have themselves begun to raise "last dollar scholarships," which provide those much-needed final dollars for books, rent, tuition, and similar expenses to make college possible; businesses and community groups are often tapped to provide the funds.

Partnership programs are realizing more and more the various support systems that students need to finish school and succeed in college. Recognizing that schoolwork can take away time that poor and minority students need for working and earning money, some programs offer stipends as another source of financial assistance. Virginia Commonwealth University offers stipends to its students who agree to become tutors or mentors to the middle school students participating in VCU's Project BEST.

Levels of Intervention

Finally, it is important to keep in mind that not all students need the same degree of support or intervention. Strategies for improving student performance need to be targeted appropriately to students' needs.

Minority students who are already academically successful might only need a boost and some guidance to focus their goals toward success in college. An example is Xavier University's SuperScholar/EXCEL program, which works with students who have at least a *B* average in high school. Students come to Xavier for an intensive summer session after their junior year of high school. The participants are not always poor or disadvantaged, according to Xavier staff, and would probably attend college anyway. Instead, the goal of this successful program is to better prepare students for college and to expand their horizons beyond college.

Students who are performing less well in school might need more assistance. Programs that target students who are passing but not achieving at high levels generally provide more continuous support and stay with the students for longer periods of time; a one-time intervention is not enough. Saturday and after-school programs provide ongoing assistance for students between more intensive summer sessions.

Many poor and minority students, however, are not performing at grade level and are at risk of not graduating high school. To address the problem, many partnership programs are beginning to reach down to younger age groups. Studies have shown that academic and social support to help at-risk students stay in school is more effective when begun earlier. For example, Kean College's Project Adelante and the University of Missouri-St. Louis's Access to Success start with students in the sixth grade. Such programs address both academic issues and a broad range of social and emotional concerns that can cause students to drop out.

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Programs To Improve School And College Success For Poor And Minority Students

The programs described here are grouped according to their primary area of focus: Early Identification, Dropout Prevention, Curriculum and Teaching, Professional Paths, College Access, Schools on College Campuses, and Comprehensive Programs. They are compelling examples of how programs can bring about change in student achievement.

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Early Identification Programs

School/college partnership programs are recognizing and addressing the fact that many minority students drop out of school, usually by the tenth grade. In many cases, intervention during the high school years is not early enough to prevent high dropout rates or to encourage and guide students to take college-going and other postsecondary paths. As a result, the number of early identification programs has increased, as more and more educators recognize the need to reach students at a younger age. These programs work with students to stay in school and take academically rigorous courses. The programs often provide students with interactive, hands-on academic opportunities, academic and social support through tutoring and mentoring, and extensive college guidance for students and their parents.

University of Missouri-St. Louis — Access to Success

When Doris Trojcak speaks about Access to Success, the program she has headed since its inception in 1988, one senses something special about her and her program. Access to Success, which seeks to influence young students and heighten their interest in learning, brings together sixth- to eighth-grade students, predominantly African American, from three of the poorest areas in St. Louis and teacher-education majors from the University of Missouri-St. Louis. In addition, Access to Success works to build the students' communication skills and self-esteem. Trojcak explains that the impetus behind the Access program is the knowledge that "the younger you reach kids, the better off they are."

Since 1988, Access has been providing a variety of activities to students, including science/math/computer clubs, Saturday Academies, counseling, tutoring, and other learning opportunities. There are eleven science/math/computer clubs, headed by classroom teachers, with teacher-education majors as aides. The Saturday Academies are eight-week fall and spring programs, providing science and math activities as well as physical education to more than sixty children; teacher-education majors are responsible for teaching and curriculum development. When the Saturday Academy program was initiated, it was conducted at the public schools; however, in 1991 it was decided that by bringing students onto the college campus they would be able to experience a world to which they otherwise might not have access. Trojcak reports that the shift has been very positive: "There has been a noticeable difference. The kids are more excited and much more attentive."

Program evaluations show that Access to Success is achieving its main goal of "getting kids turned on to learning." One young student affirms, "It's not just fun, it's learning, too!" In addition, the teacher-education majors benefit greatly from their experience with the program. Trojcak states that "their growth in confidence and improvement of skills is almost tangible."

When asked what keeps her going, Trojcak, who not only directs Access but has attended every Saturday Academy since the program began, states, "We are doing this because we know it's worth it and because we are willing to take a risk to make a difference in the kids' lives."

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George Mason University – Early Identification Program

In the fall of 1987, George Mason University and the Fairfax County Public School System instituted the Early Identification Program (EIP). The program was established in response to the need to identify and support academically capable middle school students who were at risk of not successfully completing high school. The program serves students who represent diverse family, racial, and cultural backgrounds. EIP encourages and assists students by providing academic and social support and guidance to help them follow a college-preparatory course of study. Most students who successfully complete EIP and graduate from high school are the first in their families to pursue a college education. In addition, the program works hard to include parents in various activities. As a result, parental support and cooperation is strong.

EIP achieves its goals through several components, including a three-week summer enrichment program, a tutoring and academic support program provided by university students, and Saturday workshops during the academic year. All students who complete the program and maintain a *C* average are guaranteed admission to George Mason.

The partnership has exhibited significant success since its inception. It has expanded to include the Arlington County and Prince William County Public School Systems. Its overall retention rate for students in the Classes of 1992, 1993, 1994, and 1995 is 74 percent; twenty-three members of the first class admitted to EIP have been accepted to GMU.

What makes this partnership work, according to its director, Hortensia Cadenas, is both the university and the school system having a common goal: the academic preparation of minority students. "If there is a common goal, partners are much more likely to work together," says Cadenas, but she also cites the need for mutual respect, parity, and trust. Decision making is shared in EIP, and communication is frequent among all partners and participants; these are additional elements that have contributed to EIP's success.

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The Ohio State University — Young Scholars Program

The Young Scholars Program (YSP) began in 1988 as part of The Ohio State University's efforts to increase college enrollment and graduation rates of African Americans, Hispanics, and other underrepresented groups in the state. This statewide collaborative program involves students, parents, public school systems, postsecondary institutions, businesses, and community groups in nine low-income, urban areas in Ohio: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Lorain, Toledo, and Youngstown. Students from these areas represent more than 75 percent of the minority students in Ohio's public schools. The ethnic make-up of the student population varies from city to city but is

approximately 85 percent African American, 6 percent Hispanic, 4 percent Appalachian, and 1 percent Native American statewide.

Young Scholars come from families in which the parents have not completed college. Students must demonstrate potential for college work through academic performance, leadership, creativity, test scores, community activities, and teacher recommendations. Each spring, 400 sixth graders are inducted into the program; due to budget constraints, however, 300 were admitted in 1992. New students can enroll until the tenth grade, to replace those who leave the program. By 1994-95, the program will have 1,980 students participating in grades seven through twelve.

Each summer, students entering grades seven through twelve participate in a summer academic institute for two to three weeks on the Ohio State campus. Faculty from Ohio State and other colleges and universities join with public school teachers to conduct the institutes. Young Scholars get a strong idea of campus life, both socially and academically, and have access to all campus facilities, including the health center, recreational facilities, library, computer labs, and dining halls. All expenses and materials are covered by YSP.

In addition to the summer programs, YSP includes a variety of school-year activities. These include weekend academic enrichment programs in the students' home communities run by local school and college faculty; academic assistance in groups and one-to-one mentoring; career exploration field trips; cultural events; and parent meetings. James J. Bishop, director of YSP, explains that both the summer and academic-year activities are equally important: "The summer institutes pull the students together and set the pace and the tone. The academic-year activities are the glue of the program."

The format and materials used in YSP activities are designed to stimulate exploration and learning in the students. The nonremedial, hands-on approach of the materials and activities prepares students for higher levels of academic study and the technologically sophisticated jobs of the future. Teachers focus on students' strengths and motivate them to have high self-expectations.

Students who complete the program activities, maintain a *B* average in a college-preparatory curriculum, and wish to attend Ohio State are guaranteed admission and appropriate financial aid (grants and work study; no required loans).

In addition to student-focused activities, teacher training is also part of the Young Scholars Program. Teachers are recruited from the Young Scholars' home districts. They receive inservice training on the Ohio State campus before the summer institutes begin and follow-up supervision in the classroom during the institutes. Teachers, in turn, take this knowledge back to their classrooms.

One to three coordinators administer the program in each of the nine targeted cities. They conduct local program activities and maintain close contact with Young Scholars, parents, teachers, school officials, and community leaders. In addition, the local school districts play an active role by providing space for the YSP offices and a senior-level administrator in each school district to serve as program liaison, working closely with YSP staff. "We couldn't survive without them," states Bishop.

YSP also includes a parental component. Parents of Young Scholars are invited to join the Parents Alliance. Local meetings bring together parents, YSP staff, university faculty, and school officials. Through the Alliance, parents acquire a better understanding of the educational system's resources and requirements,

and they have opportunities to interact with teachers, thus strengthening linkages between parents and schools. Through these activities, parents learn to serve as advocates for their children.

After four years, the Young Scholars Program is seeing measurable results. Overall, 90 percent of the YSP students are still in the program. Sixty-six (66) percent of the first class of students are still with the program, and 100 percent of the tenth-grade Young Scholars are enrolled in a college-preparatory program. Young Scholars also have performed well on standardized tests.

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Dropout Prevention Programs

For poor and minority students, college-going can be a secondary issue; in many schools, a large proportion of such students drop out before graduating high school. Several school/college programs have targeted school completion as their first area of concern. While many of their activities are the same as those of other types of partnerships, dropout prevention programs usually target younger or over-age students and focus on more basic skills. Motivation and career counseling are key program elements. Students are not required to demonstrate academic ability or prior success in school to participate.

Virginia Commonwealth University — Project BEST

Project BEST (Basic Education Skills and Training) is a school/college collaborative program with a special twist. It aims to help predominantly African American students at Virginia Commonwealth University (VCU) successfully complete college and to encourage minority middle school students in Richmond to stay in school.

This partnership between VCU and the Richmond Public Schools was initiated to address the dropout problem at both the middle school and college levels. Administrators and faculty at both the university and the school district looked

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at key factors that precipitate dropping out and aimed to establish a program that would address them, including lack of financial, academic, and family support.

Instituted in 1989, the program matches VCU professors with VCU students, who are in turn paired with sixth- to eighth-grade students at Binford Middle School. Through these mentor relationships, the program aims to provide necessary academic and social support systems. In addition, the college students are provided with stipends to help meet their financial needs. At the middle school level, the program provides twice-weekly academic tutoring sessions between VCU and Binford students. In addition to this one-to-one interaction, the middle school students attend VCU-sponsored, on-campus Saturday programs throughout the school year.

Diane Simon, director of the program, has been very encouraged by the relationships established both between the college faculty and students and between the college and middle school students. "They all go far beyond what is required of them," states Simon. She adds that in addition to giving academic guidance, the college faculty invite students to their homes, to cultural events, and elsewhere. The VCU students also initiate extra activities in addition to the academic tutoring. Simon adds, "The relationships have grown and strengthened. They really like each other and enjoy the friendship."

Success has been evident at all levels. The middle school students have exhibited better grades and disciplinary records. And, as Simon explains, the partnership has helped to raise the confidence level of the VCU students and make them feel that they are contributing in a positive way, knowing that they are important role models for their students. Since the program's inception, only one college

student has dropped out of the program, and all the middle school students who have remained in the district have stayed with the program.

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Kean College – Project Adelante

Kean College's Project Adelante is a partnership with three public school districts in the area: Perth Amboy, Passaic, and Elizabeth. Begun in 1988 with funds from the college and the New Jersey Department of Higher Education, the program reaches out to 160 Hispanic students in these districts, beginning when the students are in the sixth grade and continuing until their graduation from high school. Students selected for the program are primarily first generation from Puerto Rico and Central America and have limited English proficiency.

Before students can participate, their parents must sign a contract of support for them to attend the program every Saturday and for eight weeks in the summer. Currently, sixth to tenth graders are taken by bus to the Kean campus for enrichment and skill-building activities. Classes focus on English, math, computer science, and science. During the summer, students take field trips to Rockefeller Center, the Statue of Liberty, museums, and many other nearby sites. Project Adelante's immediate goals are to enhance the students' English proficiency, to encourage them to complete high school, and to improve their

access to math and science. Eleventh- and twelfth-grade students continue to be involved in the program as mentors and tutors for the younger students.

Given the age of the students and their background, parent participation is very important. Project Adelante has been successful at involving parents "because we take a personal approach," says Ana Marie Schuhmann, dean of the School of Education at Kean. "We invite small groups of parents to join the children on the trip to Kean. They all receive personal invitations from the teacher or counselor — either by phone or in person." At these meetings, staff listen to parental concerns, explain how Project Adelante works, and help parents understand how they can support their children. "As a result of this approach, a high degree of trust has developed between the parents and the program staff, allowing us to deal with some complex problems of immigration and relations with the school districts," says Schuhmann. In addition, at the parents' request, Kean is offering English classes on Saturdays for parents who want to improve their skills.

Local teachers are an integral part of the program. Participating teachers accompany the students on Saturday and in the summer. The college provides training for the teachers in whole language instruction, hands-on science, integrating language and science instruction, and math. In addition, some inservice activities are provided for all the teachers in the local schools.

AT&T is a major supporter of the program, providing funding for thirty students and for activities and materials. Upon hearing of AT&T's interest in Project Adelante, its Hispanic Employees Association offered to develop a mentoring program for the students. Now fifty-seven Latino personnel at AT&T participate as role models and tutors. These volunteers have added an unexpected boost to the program, providing the children and their families with experiences and opportunities that their own circumstances prohibit.

After a short time working with the schools, staff and faculty noticed that students who are over-age for their grade have special educational and social needs. A committee has worked with the local high school to develop an alternative program for new immigrant students at the high school, a Port of Entry Program.

Of the original eighty-three students participating in Project Adelante since 1988, only four have dropped out of school. Another nineteen have moved out of the district or back to their home countries. Also, pre- and post-tests show that the students' English language skills improve over the summer, when normally there would be a loss.

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Rancho Santiago Community College – STAR

Dropping out is a complex phenomenon with roots early in a student's academic experience. For Hispanic students, language and economic factors are sometimes formidable barriers to succeeding in and completing the traditional

school curriculum. The STAR program, a partnership of Rancho Santiago Community College, the Santa Ana School District, the Central County Regional Occupation Center, the city of Santa Ana, and the chamber of commerce, aims to help its largely Hispanic population stay in school and develop work-related skills.

The students' academic and vocational needs are met by a combination of open-entry/open-exit, competency-based high school courses offered at Rancho Santiago Community College and occupational courses offered through the Regional Occupation program. For many students, the initial focuses are the development of English language skills and subject-area remediation. The students are placed in English-as-a-Second-Language classes and/or adult basic skills courses. When students achieve appropriate language and subject-matter proficiency, they are transitioned to high school-level courses. Placement varies, based on need and test results.

"What makes STAR work, when other programs fail, is the extraordinary range of support we can provide," say director Adrienne Sims. "STAR addresses the larger context within which each student makes decisions. We attempt to provide support for every area of a student's life." Individual development plans cover each student's academic, vocational, and personal needs. Every student is provided direct assistance with books, transportation, uniforms, equipment, and tools. Linkages are also established with community service agencies, which provide social assistance such as clothing, food, even shelter. For students needing immediate employment, STAR offers local part-time job placement that does not interfere with schooling. Childcare assistance is available at the college on a sliding fee schedule for students with small children.

Sims says that STAR, which is now in its last year, has been successful in attracting and retaining students. "It has served as a state and national demonstration model program."

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Programs That Focus on Curriculum and Teaching

Improving student achievement is not just a matter of creating opportunities for selected individuals. Students must have access to a strong curriculum and effective teaching. Studies repeatedly show that curriculum content, instructional strategies, and resources for learning are routinely lower for classes and schools with a predominantly minority student population. In particular, even rudimentary advanced math and science are rarely available, and advanced-placement courses are distinctly lacking.

School/college partnerships can have a significant impact on issues of content and instruction. For example, in some areas, teams of school and college faculty are developing innovative curriculum content and instructional techniques to better serve the needs of their student populations.

Hunter College, CUNY – American Social History Project

The American Social History Project (ASHP) is a unique mix of school and college faculty working together to bring social history alive for eleventh-grade students in New York City. The key to the program is collaboration: faculty collaboration across disciplinary and institutional boundaries; administrative collaboration between City University of New York (CUNY) and NYC public

schools; and the nurturing of collaborative classrooms where students actively shape the learning process.

Instituted in 1988 in four of New York City's alternative high schools, the American Social History Project is now a regular part of the eleventh-grade curriculum in nine of the city's alternative and academic high schools. Additionally, responding to the program's success at the high school level, ASHP expanded in 1990 to seventh-grade classrooms.

Emphasizing the importance of teacher empowerment and professional development, ASHP seeks to heighten student interest and achievement in social history and language arts. In keeping with the population it serves — 40 percent Hispanic, 30 percent African American, 20 percent Asian — one of ASHP's main goals is to diversify the curriculum to more accurately reflect the complexity and diversity of American history. Bret Eynon, director of the program, states that the broadening of the curriculum, in conjunction with innovative teaching techniques such as collaborative learning and team teaching by the teachers from the schools and CUNY, has increased student interest and performance. "What makes the program work is that content and pedagogy fit the needs of the students being taught," states Eynon. "This presentation of history gives students a sense that history has real applications to their own lives." There is also an interdisciplinary emphasis on literature and literacy.

All program teachers are self-selected, and they participate in summer professional-development workshops as well as other inservice training seminars during the school year. In addition, the ASHP staff develops a handbook based on much of the information and lesson plans the teachers share with one another during these sessions. The program focuses on the importance of secondary

and college teachers working together and learning from one another. Participating teachers report that the result of these efforts is greater feelings of empowerment, leadership, and knowledge. In particular, having the high school and college teachers working together in the schools "injects a special vitality into the classroom, bringing the reality of college a little closer to the student," comments Eynon.

Both quantitative and qualitative evaluations show very positive effects and a greater sense of empowerment for students, too. The evaluation also demonstrates significant progress in the students' reading, writing, and critical-thinking skills.

ASHP continues to move forward in many ways: It is expanding to more high schools in New York City. There has also been favorable feedback from the program's expansion to seventh graders. Although the program operates independently outside Hunter's School of Education, Eynon and a high school teacher will teach a social studies methods course there in 1993. Finally, ASHP and LaGuardia Community College's Middle College High School are now exploring the possibility of establishing a pilot project in six to ten major cities nationwide.

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University of California, Santa Cruz — Gateways Project

The Gateways Project, a collaboration between the University of California, Santa Cruz, and Watsonville High School, in the Pajaro Valley Unified School District, began with the goal of increasing the number of students in the school's predominantly Latino student body who prepare for and go on to postsecondary education. Established in 1984, the Gateways Project grew out of a series of University-sponsored research seminars for high school faculty. Through the impetus of the high school faculty, who were eager to do more substantive work, the research seminars developed into intensive work sessions on curriculum development.

The objectives of the group were clear: The school needed to provide its students with the necessary courses for access to college and then to encourage them to take the courses. Tom Karwin, the University's internal evaluator for the Gateways Project, states, "We found that many of the students were skipping the college-prep courses and beginning their high school careers on a track that would not lead them to college."

The Gateways Project, therefore, decided to focus its efforts on two critical areas of need: curriculum development in the gateway courses in math, science, and language arts and academic support services. According to Geoff Smith, codirector of the Gateways Project and a science teacher at Watsonville High School, "Our goal was clear. We wanted to improve the gateway courses so that they were more responsive to the needs of the students, to encourage students to enroll in those courses, and to do what we could to ensure the students' success."

Gateways tried to restructure courses so that students taking them would receive college-preparatory credit. The restructuring began with a focus on curriculum enhancement in mathematics. Each subsequent year a team targeted a different gateway course. In each subject, high school and university faculty collaborated to upgrade skills and techniques and to introduce new ideas in curriculum and instructional strategy.

In addition to curriculum development, the Gateways Project focused on student services. Through extensive guidance and counseling, students were encouraged to take a college-preparatory track. Other services encompassed a series of activities from grades eight to twelve, including summer programs, Saturday Academies on the college campus, and student peer leadership teams.

The program has demonstrated success on several levels. Pre-algebra, algebra, and physics courses are exhibiting a 100 percent increase in enrollment; other gateway courses, including language arts and advanced math, have increased by 50 percent or more.

Although the Gateways Project formally has ended, many of its reforms have been institutionalized. For instance, all entering freshmen now are required to take algebra or pre-algebra, and other curricular reforms remain in place. Support services for students are still available. As follow-up, Gateways continues to monitor the progress of students who have participated, using a computerized system.

At present, UC, Santa Cruz, and Pajaro Valley Unified are pursuing the goals of the Gateways Project through new projects for the professional development of mathematics teachers in the middle schools that feed Watsonville High School and the introduction of new curriculum ideas in those schools. UC, Santa Cruz,

is also working with the district's teachers to plan a specialized secondary program in mathematics that will explore new ways to reach students who are not being reached by the existing program.

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University of California, Berkeley — ACCESS

ACCESS is a partnership between the University of California, Berkeley, and the Oakland and San Francisco School Districts. The program works to improve conditions in the overall teaching and learning environments of secondary schools that enroll high percentages of low-income, ethnic minority students (55 percent African American, 35 percent Latino). The program helps these schools raise standards of curriculum and instruction in mathematics and English courses to prepare large numbers of their students for academic success in college. At the middle school level, the program has a broad school-change focus and serves all students in the school. At the high school level, the program works with teachers of college-preparatory mathematics and English courses and provides direct support services to all college-preparatory students.

Teachers and administrators in urban schools face extraordinary challenges in meeting the needs of an increasingly diverse student population. Given the

daily demands of teaching, teachers' time and ability to respond to major curricular and instructional reform initiatives are often contingent on the level of professional-development support available to them. ACCESS addresses these conditions by providing a wide range of support services to teachers and administrators at school sites, where these services have their greatest potential to effect lasting change. Program staff work weekly in schools and classrooms. The work is highly responsive to the organizational climate and culture of each school, taking into account the particular needs of students, teachers, administrators, and departments. The program's consistent and collaborative support to schools creates an atmosphere of reflective practice and collegiality that is critical to enacting and sustaining meaningful reform.

The ACCESS staff of professional educators from the university and the school district are called coordinators, and they perform a dual role in the change process. At one level, coordinators work closely with individual teachers and departments to help them develop curricular and instructional responses to reform initiatives, such as the California State Department of Education, *Frameworks,* or the standards proposed by the National Council of Teachers of Mathematics. In this role, the coordinators serve as instructional coaches, mentors, and consultants in the technical aspects of planning and developing curriculum and in using new instructional strategies. At another level, coordinators work to develop an organizational infrastructure that will enable schools to sustain change and respond to evolving needs. In that role, the coordinators conduct formal and informal activities designed to foster communication and collaboration, build teachers' professionalism, and sharpen their skills of problem solving and curriculum revision.

The duality of their role allows coordinators and school faculty to address two critical issues simultaneously: the development of new curriculum and

instructional strategies that incorporate high standards; and the development of attitudes, expectations for students' learning, and collegial support systems necessary to bring about and sustain the innovations.

Currently, ACCESS involves 50 percent of Oakland's high schools and 70 percent of San Francisco's middle schools. The consistency of support provided to ACCESS schools has resulted in positive changes in curriculum, instruction, and the overall teaching and learning environment, as well as gains in student performance on a number of standardized tests. For example, a five-year study showed steady increases in student scores on the UC Algebra Readiness Test and the reading and writing sections of the California Assessment Program annual tests at the middle school level. In the high schools, the portion of students completing courses to satisfy UC/CSU entrance requirements rose from less than 1 percent in 1980 to more than 14 percent in 1990. These gains were accompanied by a significant increase in the average number of math courses at the level of algebra or above completed by graduating African American and Latino students. Finally, in 1990, underrepresented minority students served by the program entered the UC and CSU systems at a rate almost three times greater than their counterparts elsewhere in the state.

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Professional Paths Programs

In response to projections that America in the coming years will face a shortage of qualified persons to fill positions in math-, science-, and engineering-related fields, as well as a shortage of minority teachers to teach a growing minority student population, many partnership programs have focused their attention on encouraging and preparing students for these career paths.

There are many reasons why students — especially minority students — are not choosing these career paths: Often students do not perceive the paths as options; sometimes they are turned off because they are inadequately prepared or lack positive role models. Partnership programs that develop students' interest in particular careers address these barriers to career entry.

Marietta College — Women in the Sciences

A collaborative effort of Marietta College, local industry, public schools across southeastern Ohio, and parents, called the Women in the Sciences (WITS) program, was developed in 1988 to address the growing need to interest and increase the number of young women in the sciences.

WITS started as an eight-week spring program that brought girls in grades five through nine from across southeastern Ohio to the Marietta College campus

for hands-on, weekend courses in science, math, and related areas. Concurrently, twenty-one public school teachers participated in a professional-development program. Much has been learned and adjusted since WITS's inception. The program has been shifted to a residential summer session to increase its impact on the students. In addition, the program currently has some follow-up with the students during the fall — an area that WITS is developing further.

The WITS program consists of a variety of key components that keep in mind girls' special needs. The components include a strong emphasis on math, taught with specific attention to gender sensitivity, and the belief that participation in science is strongly linked to early math success. In addition, the program introduces young girls to professional women who are successful in science and technology fields. The program also focuses on teaching adaptive skills. George Banziger, director of WITS, explains, "We want to help the girls build overall self-esteem and assertiveness to increase their confidence in the area of science."

Banziger also points out that participating students and teachers have learned a great deal from the program: "The observable rise in expectations of the girls has been dramatic," states Banziger. "They recognize that they can be engineers, biologists, whatever, and the program gives them direction on how to do it."

About the teachers, Banziger says, "While the WITS program is conducted at the college, it is not owned by either the college or the school district. The synergism has helped college faculty to adjust their teaching to the younger, highly motivated audience. The school teachers have learned a great deal of content about math and science teaching. And both college and public

school faculty have learned how to encourage young women to pursue science and aspire to careers in science and engineering."

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Benedict College — Minority Access to Teacher Education

Enlisting minority teachers is crucial to South Carolina, where the percentage of African Americans in the population is one of the highest in the country. To address this need, which is especially critical in rural communities, Benedict College's Minority Access to Teacher Education (MATE) program has adopted the motto "Grow your own teachers." Naomi Dreher, director of MATE, explains that the goal is first to encourage minority students to pursue careers in teaching and then to encourage them to teach in rural South Carolina.

MATE works with twenty-one high schools in eighteen districts. The program consists of several components, including bringing rising seniors and recent high school graduates to the Benedict College campus for an intensive three-week summer residency. The residency is designed to encourage and motivate minority students into teaching careers and to provide academic preparation to help students with entrance exams and college-level coursework. Students also receive a $300 stipend and transportation. In addition, Benedict offers

approximately eight students each year full scholarships to attend Benedict College as teacher-education majors. Students who accept the scholarship must make a five-year commitment to teach in rural South Carolina.

MATE also runs PreMATE clubs in each of the twenty-one high schools, providing academic enrichment and encouraging students to volunteer in the community.

Dreher sees a definite shift in attitudes toward teaching at all levels as a result of the programs. PreMATE clubs and MATE residency programs have increased student interest at the high school level and into college. And she contends that MATE has benefitted the entire college, especially the teacher-education program. With the help of MATE, teacher education has become one of the more popular majors at Benedict, Dreher says. "MATE has helped [teacher education] to become alive and vibrant."

Dreher, herself a retired teacher, principal, and administrator, stresses a special requirement for everyone who participates in the MATE program. "We need teachers who are positive about what they do and convey this message to young people."

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The Johns Hopkins University — Hopkins/Dunbar Health Professions Program

Preparing minority high school students for access to higher education and careers in health professions is the main objective of this collaborative effort between Johns Hopkins and Dunbar Community High School, an urban magnet school for health that serves a predominantly African American population in Baltimore. In six years, the program has achieved much success, through strong academic coursework, counseling, and parental involvement.

The Hopkins/Dunbar program consists of several components. Rising ninth-grade students are brought to the Hopkins campus during the summer for intensive preparation for the transition from middle school to high school. Follow-up is done throughout the academic year, and the students are required to do specific coursework. In addition, the students participate in various activities at the high school and the University, including classroom visits by professionals to provide hands-on learning experiences and extensive field experiences. Science, technology, and pre-med students at Johns Hopkins also mentor the high school students.

According to Warren Hayman, the partnership's director, cooperation has been strong at all levels: "The partnership has opened everyone's eyes to an opportunity sitting right in front of them." And it is evident that both the high school and the college faculty benefit. About the college faculty, Hayman says, "The program enables the faculty to remove stereotypes previously held about urban high schools. They also get a better sense of the curriculum content at the high school level — what has and has not been offered and how they need to supplement their courses." High school faculty get content input from

the college professors and are able to take courses at Johns Hopkins.

Parents have played an instrumental role in the collaboration. They are required to attend weekly seminars during the summer session and monthly seminars during the academic year. Parental interest determines topics and issues, such as drug abuse, study skills, and financial aid. Hayman affirms that parental feedback and support have been very positive: "Parents find the program to be very helpful. They learn about transitions from middle school to high school and on to college, the resources available, and also what a valuable resource they can be for their children."

The Hopkins/Dunbar program has exhibited great success. Evaluations show that more than 75 percent of the graduating class have gone on to college, a statistic significantly exceeding the national average for minority students. Hayman contends, however, that much has been learned over the past six years and changes are being made. Of those lessons, he says that the program needs to be expanded and begin with students at an earlier age to prepare them to take the necessary coursework by the time they enter college. As a result, Hopkins has instituted a program with Morgan State University, Coppin State College, and ten Baltimore middle schools to expose more young students to the possibilities of careers in health and science professions and the opportunities that are available at Dunbar.

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College Access Programs

College access programs are specifically aimed at helping poor and minority students gain entry to college and enter prepared to do the work. The programs offer academic and social support interventions, including academic guidance toward a college-preparatory curriculum, tutoring, and college advising. Many partnerships also include special activities such as summer sessions and year-round weekend workshops on the college campus. Some of the programs work directly with the school systems; others do not.

Connecticut College — High School Students Advancement Program

Each summer, 100 tenth graders — 40 percent African American, 40 percent Latino, 10 percent Asian — come to Connecticut College for three weeks to get their first taste of college as part of the High School Students Advancement Program. Started in 1989 by Claire Guadiani, president of Connecticut College, the program works with low-income and minority high school students who are academically capable but not high achievers. The program has been directed and nurtured since its inception by Arthur Ferrari, professor of sociology, who is assisted by Shalimar Ramos Wuyke.

In this award-winning program, high schools in Connecticut, Boston, and New York are invited to send teams of one teacher and six or seven students. The

A Story From
University of Minnesota — Upward Bound

Julie transferred to an Upward Bound target school from a North Dakota reservation midway through the ninth grade. At the time, she was making C's and demonstrated poor reading and writing skills. Her upbeat demeanor and outlook seemed totally divorced from the reality of her life, in which she bounced from one crisis to another. Julie's mother left her father and returned to the reservation. Her father's new girlfriend and family moved in, and Julie was moved to an unfurnished basement room. Midway through her junior year, Julie moved out to avoid abuse. She supported herself on public assistance and as a movie theater usher. Initially, her new accommodations were a couch in her brother's apartment.

Somehow through all of this, Julie stayed involved with Upward Bound. She attended the summer classes and lived on campus. There, Anita, a Hispanic graduate assistant at Upward Bound, took special interest in Julie, inviting her to dinner and family celebrations, and providing advice and support.

Julie reported that she never discussed going to college with relatives. She felt they resented any success she achieved.

Anita helped Julie find a room in a college boarding house for the following school year. An Upward Bound donor contributed extra financial support. Julie's grades improved, and her confidence increased. She was chosen master of ceremonies for an assembly during American Indian History Month at her high school.

Julie graduated from high school and attends a small state university in Ohio. When the dorms close during vacations, she stays with a minister classmate of Anita's in a nearby community. Julie has maintained a 3.25 average while in college and will graduate with a major in secondary social studies education.

teachers are paid, and all student expenses are covered. The high school teachers come to the campus a week early to work with college faculty to design the students' summer course and participate in enrichment activities within their own disciplines. Summer courses are offered in a variety of disciplines — science, computer science, literature, theater, and economics. Students take one course, which their teacher co-teaches.

Students attend classes for three hours each morning. Classes mix lecture and group-learning formats and present college-level material. The program helps to instill a feeling of competence in the students as they master the challenging material. In addition to the academic work, college staff also discuss admissions requirements, financial aid, career opportunities, and social issues with the students.

The summer program is often the students' first time away from home, and Ferrari notes a clear pattern as they adjust: For the first few days, they are scared and anxious; during the middle weeks they become quite confident of their abilities and sure of the routine; then they become anxious again for the last few days, concerned about finishing their projects and leaving. "Understanding this dynamic is critical for program staff and counselors," says Ferrari. "Students need help handling what can be a stressful experience from their point of view."

Since its inception, the program has expanded its emphasis on social skills, group process, self-reflection, and goal development as staff have learned more about what students need to be successful. In particular, students concentrate on cooperation and conflict resolution within their working groups and in the dormitories with their roommates. "Learning to balance freedom and responsibility is a critical part of what students learn in this program,"

reports Ferrari. He says that accomplishing this builds students' confidence and maturity.

Upon returning to high school, the teachers become mentors for the students until they graduate, encouraging them to take college-preparatory courses, providing academic support, and following through with the college application process. In some high schools, the mentoring process is easily fulfilled because teachers see students regularly in the halls and at activities. In larger high schools, the teachers have to make a concerted effort to meet with students and check on their progress. Students are encouraged to form peer mentoring groups to supplement the teachers' mentoring role. Everyone is invited back to the campus twice yearly for a reunion and follow-up activities.

Participation in the program has created learning opportunities at every level:

- Many of the Connecticut College students assisting in the program have been inspired by working with the students and have become interested in teaching.

- High school teachers learn, by seeing their students respond positively to this academically challenging experience, that they can expect more of their students than they thought. They also carry back new instructional techniques to their classrooms.

- College faculty have found the exposure to high school students heightens their awareness of how people learn and, as a result, they have added more engaging and exploratory techniques to their college classes.

- Students return to their high schools more confident in their abilities and more focused on college as a reason for working in high school. They tend to get more involved in school activities, and the positive experiences begin to build on one another.

Statistics are not yet complete, but most of the first year's students have completed high school and several dozen have been admitted to college. According to Ferarri, those numbers are expected to climb even higher as the program refines its ability to identify "students with potential."

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University of Missouri-St. Louis — Bridge Program

A four-year program for high school students, the Bridge Program at the University of Missouri-St. Louis is nested among a number of University outreach programs, including Access to Success (for middle school students, see page 22), Shared Resources, and discipline-focused activities providing professional development for teachers. These programs work with neighboring school districts that have predominantly African American populations to expand opportunities for students and provide enrichment for students and teachers.

The Bridge Program serves students who have an interest in math or science and who counselors see as having some potential for college. Students who were enrolled in the Access to Success program in middle school are given priority for the Bridge Program. Bridge students come to the college campus twelve Saturdays during the school year and every day in the summer for five weeks. More than 250 students from four districts participate in the program each year. "The program has been phenomenally successful," says Barbara Holt, its director. "Our student surveys show that 95 percent of our seniors go on to college." Holt adds, however, "Bridge cannot take all the credit for teachers, counselors, and administrators who embraced the program's philosophy and goals and incorporated its initiatives into their educational efforts."

"A key to the program's success is the length of time we are able to work with students. For each year in high school, the program provides specific types of support and encouragement for students to become acquainted with college and stay in school," says Holt. In the freshman year, Bridge students are introduced to the college campus through social activities such as sports and concerts; academic preparation focuses on test taking, study skills, and basic academic tools. In the sophomore year, tutors and advisors from the University help students find jobs that balance with their schoolwork. In the junior year, students take the SAT and concentrate on high-level math and science courses. In the senior year, students get assistance applying to college and may take college courses for credit. In each of these years, students attend a five-week Summer Math/Science Academy on campus.

Staff have worked very hard to involve parents in the program. Typically, parents are invited to the campus three or four times a year. Staff talk directly with parents about their children's progress and ways to support their college

ambitions, and they give parents practical help with college and financial aid applications. Says Holt, "Parents attending these sessions tend to become very supportive of the students and the school." Holt reports that about 40 parents out of 100 attend each of the meetings.

From Holt's perspective, "This partnership has spin-offs for everyone in the community." She explains that "although this is a large metropolitan area, students tend to stay in the area, going to college or working close to home. Those who go to college tend to go to UM-St. Louis and then work for local corporations. So how well these students do, matters to everyone."

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Dickinson College – FOCUS

In developing FOCUS, Dickinson College combined two areas of strategic interest to the college. According to dean Stephen MacDonald, "The college wanted to strengthen math and science on the campus, known for its programs in international education and foreign languages. We also wanted to increase diversity on campus and help minority students see Dickinson as a place they might want to go to college."

To accomplish these objectives, FOCUS brings academically talented minority youth to the Dickinson campus for rigorous courses investigating the methodologies of math and science. Approximately fifteen students are recruited from Pennsylvania high schools for the three-year summer program, with a new class beginning every other year. Established in 1987 under a GTE grant, the program is now supported completely by the college, although a grant from the Merck Corporation helped expand the program in 1991.

Students participating in FOCUS begin coming to the campus the summer before their sophomore year of high school. Director James Jurgenson is very pleased that as the program has developed, it has expanded the summer session from two to three weeks. "The extra time gives us a chance to explore each of the scientific disciplines more thoroughly," he says. The curriculum exposes students to successive challenges each year: In Year 1, students are introduced to the scientific method; in Year 2, the students' study is problem focused, integrating information and methods from several scientific disciplines; in Year 3, students take a regular college-level course in environmental science. Jurgensen has found that building the courses around a popularized scientific issue, such as the question of life in the universe, helps to engage the students.

The program emphasizes math and science, but writing has taken a central role. A faculty member from the Writing Center works closely with the students, and writing assignments are integrated into each of the substantive areas of study. In Jurgenson's view, "Writing is a way to test one's thinking and a measure of one's understanding and ability to communicate, whether involved in science or some other field."

"More than anything, the program increases the students' confidence that they can go to college and do well," says MacDonald. Of the sixteen students

in the first class, thirteen completed all three years of the program. Eleven enrolled immediately in college, including many prestigious private and public institutions; the remaining two students intend to enroll after a year. Seven of the students intend to major in natural science or a related field.

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Wabash College — Bridge Program

The spark lighting Wabash College's interest in high school came from a conversation between a counselor and its recruiter: When asked by the recruiter whether he could arrange a meeting with some college-bound students, the counselor replied, "No one here is prepared for Wabash." The counselor explained that while some students could have gone to college, they hadn't taken the right courses and weren't prepared.

From this conversation emerged a unique partnership between Wabash College, a private liberal arts college for men, and George Washington High School, a primarily vocational high school in Indianapolis. The Bridge Program, begun in 1981, not only provides college experiences for students in the program but also has helped develop a college-preparatory curriculum at the school and supported teachers in those classes.

"The Bridge Program is designed for students who might not have expressed an interest in college and have no family history of higher education," says director Jamie Watson. Bridge students are identified in eighth grade through ability testing and teacher nominations. Approximately 100 high school students are enrolled in the program. The composition of the group reflects the larger school population, with equal numbers of African American and white students and a small percentage of Asian students.

The program director works with middle school counselors, students, and families, discussing the work necessary to get into college, the college-preparatory curriculum the students will be taking, and the kind of support students will need. Students and families sign a contract when entering the Bridge Program. "For these students," says Watson, "a key element is creating a peer culture to support learning. School isn't cool for most of our students." In response to their need for peer role models, Bridge students are placed in common college-prep classes in the high school.

An important aspect of the program is the interaction across campuses. Twice during the school week, math and science majors from Wabash come to the high school to tutor students. Every six weeks Bridge students come to Wabash, where they take an enrichment class co-taught by their teacher and a college faculty member. While at Wabash, students also attend a social or cultural activity.

The summers after their sophomore and junior years, Bridge students spend two weeks on the college campus. Learning to manage their independence is a critical part of the experience. According to Watson, "Students might come to class somewhat bedraggled, after staying up all night, but they learn from the consequences." The summer courses also are taught jointly by high

school and college faculty. "In these courses," according to Watson, "teachers learn what their students need to know to go to college, and they see the students succeeding. Students learn that college is for them."

"Getting parents on campus is important," according to Watson. "It helps make their children's dream a reality, and they, too, begin to believe that their kid can make it to college." When parents bring their children to campus for the summer program, the college hosts an orientation especially for the parents. They are also invited back the next Saturday to learn about college admissions and financial aid.

For its students, the Bridge Program has been enormously successfully at facilitating a successful transition to college; in this year's graduating class, only one student did not go to college. College staff report that they, too, have learned much from the program. About financial aid, they have learned that financial aid packages for low-income students should not include loans; they are too much of a burden for the families. About recruiting minority students, they have learned that the college must go beyond the school and reach out to the community; visits to churches, community centers, and homes are essential to building support and establishing trust. In addition, Wabash has instituted a campus Writing Center and Quantitative Skills Center for its own students, recognizing the diversity of skills with which students enter college and the centers as essential elements for encouraging student success.

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Xavier University — SuperScholar/EXCEL

Xavier University of Louisiana's SuperScholar/EXCEL program attempts to raise student expectations to reach even beyond college, with faculty and staff encouraging students to think not only about college but about graduate and professional school. The program recruits academically talented African American students for an intensive summer program in complex thinking, analytical problem-solving, and effective communication skills. Although this program recruits students interested in the humanities, Xavier sponsors similar programs for students interested in math and science, engineering, and medicine.

Promising high school juniors and seniors are nominated for the program by their counselors based upon academic merit and potential for college success. Students must have at least a *B* average and complete the ACT or SAT. In the New Orleans area, college staff work directly with counselors, encouraging them to identify students for the program. The college also exchanges resources, such as library materials, audiovisual equipment, and faculty visits, with area schools.

The key to the program's phenomenal success is its unique curriculum. Students study philosophy, quantitative reasoning, speech and debate, creative writing, vocabulary, history, and verbal reasoning. The instructional methods help students vary perspectives, recognize constraints and assumptions, formulate and test hypotheses, and evaluate their values. Students work in groups led by college students during the majority of the week then compete in quiz bowl games and debates on Friday.

A Story From
Banning High School — College Core Program

In 1975, Phyllis Hart, a six-year veteran teacher at Banning High School, in Los Angeles, was asked by the principal to take on the task of college guidance counselor. She was told that she would still have time to teach two or three periods a day because few of the school's 3,000 students had the ability to go on to college.

Phyllis spent her first year as counselor gathering information about the student body — 92 percent African American, Latino, Filipino, and Native American. She found first that, indeed, very few Banning students went to college, and those who did were ill-prepared to do the work. Some students, she discovered, were interested in pursuing careers that required college degrees but couldn't because they hadn't been counseled to take the necessary courses. In both cases, the students were angry they hadn't been given the tools necessary to succeed. Finally, she found that most Banning students never even considered college as an option.

Hart concluded that many of the students had the desire and the potential to have careers that required a college degree, but they hadn't been encouraged and guided to pursue their aspirations. Moreover, the school lacked the curriculum necessary to help the students enter and succeed in college.

Through much persistence and hard work, Hart enlisted the support of the parents and school administrators, and she sat down with another teacher and a counselor to create a vision and plan for the school. The plan had two parts: to get to the students early, before they came to high school, and talk with them about their aspirations; and to strengthen the curriculum, raise expectations, and improve classroom instruction.

To help achieve those goals, Hart and her colleagues set up the College Core Program. To participate, students had to sign a contract indicating their desire to go on to college and their willingness to take and attend the College Core classes, do the homework, maintain a C average, and keep academic achievement a top priority. Their parents had to agree to monitor the students' work and attendance, provide a quiet study area, and communicate with teachers. No students were eliminated based

on their grades or standardized test scores.

The school pledged to deliver a new curriculum and support to ensure student success in the courses. Hart, with the principal's support, enlisted teachers who she describes as willing to "go the distance for the kids."

In the first year, enrollment was 200, but the program caught on fast; by the third year, more than 1,100 students were participating. A program that began with the vision of three people went from six teachers in its first year to sixty teachers in its third year. The program now retains 90 percent of its students. Hart has left Banning, but the program has become institutionalized after thirteen years of business and continues without her.

The summer program's focus on analytical and verbal reasoning has had interesting effects on the college faculty. "In the past, they assumed that college students either had this ability or did not. Now they see many more ways to teach these skills to students in their regular classes," says graduate assistant Clarissa Bishop.

Students are evaluated each summer by comparing their pre- and post-scores on the college entrance exams and a reading comprehension test; they also are tracked through college. Over the past six years, more than 350 students have participated in the program; more than 240 of these students have enrolled at Xavier, 40 have graduated, and most of the graduates are attending graduate or professional school. After participating in the program, the students' SAT scores increase an average of 121 points and their reading comprehension increases almost two-and-a-half grade levels. Their average retention rate in college is 89 percent, compared with 42 percent for a matched control group.

"SuperScholar/EXCEL provides students with a very accurate collegiate experience," Bishop states. "Activities are planned constantly during the month, and things are very fast paced. Although the students don't get course credit, the

coursework definitely gives them an advantage when they do begin college versus those students who have not been exposed to a program like SuperScholar/EXCEL. The rigorous nature of the program prepares the students for the academic experiences of college life."

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Programs As Schools on College Campuses

A number of institutions have decided that the best way to improve minority student success is to build from the ground up, with a new school. These new schools provide a fresh start and a different approach to teaching and learning for students whose needs aren't being met in traditional schools.

Typically, alternative school classes are smaller, faculty and students are close knit, students have more freedom and responsibility, and expectations for success are high. The two programs described here are linked to community colleges, which are able to provide that mix of focus on the appropriate academic level and transition to an adult environment.

Shelby State Community College — Middle College High School

In 1987, Shelby State Community College joined with the Memphis Public Schools to create an alternative high school on the Shelby State campus for students seriously at risk of dropping out of school. The creation became Middle College High School, a model first developed by New York's LaGuardia Community College.

The focus of Middle College is to work with students who are academic and social underachievers but who might benefit from smaller classes and a

collegiate environment. To accommodate student needs, the school integrates academic and social services to help each individual student complete high school and transition from high school to college and/or work.

The Middle College High School serves approximately 300 students in grades ten through twelve. At Middle College, students attend high school classes taught by high school faculty and are encouraged to take college courses for dual credit. These credits are "banked" until the students graduate from high school and enroll in a postsecondary institution.

Academically, students are challenged by interdisciplinary courses with a student-centered instructional design. Students are allowed to complete credits on an accelerated schedule. If they only need a specific "strand" for promotion, they can attend Extended Year, a four-week summer session. Tutoring and/or homework assistance is available every afternoon and on Saturdays.

Classroom activities and programs, such as the Developmental Guidance Program and Career Internships, provide numerous opportunities for students to set career goals and develop an academic plan that will make these goals a reality. A career coordinator assigns students to internships in local businesses that are consistent with their goals and interests.

Principal Joyce Mitchell says that "the unique aspect of the program — in addition to its collaborative aspect — is the web of support woven under the students to keep them motivated and in school and hopefully going on to postsecondary school." The school has a number of activities to provide such support; for example, all interested students are paired with a mentor.

The guidance department is responsible for coordinating counseling and social services through the comprehensive Developmental Guidance Program. Additional counseling is also provided through HOUSES in the school. In these HOUSES, small groups of students meet with a sponsor for 90 minutes weekly. Each student is advised by a HOUSE teacher, who focuses on developing self-esteem and working out problems with school or family. In addition, special programs are held throughout the year that deal with teenage pregnancy, drug abuse, crime, and family instability.

Students also are exposed to other services on campus and in the city. Teen parents have access to the campus day care center for a nominal fee. Students are referred to social service agencies, such as Family Link and the Department of Human Services, when serious home problems exist. Selected students also attend small-group counseling sessions for conflict management or study skills enhancement.

The graduation rate at Middle College High School is approximately 80 percent. The staff estimates that about 15 percent of the students drop out of high school; those who leave may take the GED or move out of the city.

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LaGuardia Community College — International High School

Borrowing heavily from lessons learned in the operation of its Middle College High School, LaGuardia Community College began International High School in 1986 to meet the needs of language-minority students from all over the world, many of whom are recent immigrants to the United States. To apply to the school, students must score below the 21st percentile on the English Language Assessment Battery.

International High School currently enrolls 440 students between the ages of 14 and 20. To graduate, students must meet the same requirements as other New York students; in addition, they must complete a three-year sequence in career and occupational education through a combination of in-school courses and out-of-school internships. Each student takes an internship for a third of each year.

This unique program combines many of the strategies proven successful with at-risk students and focuses on English language acquisition. Students get independence and freedom within the community college atmosphere, along with strong faculty support and nurturing. Both the social and academic needs of the student are addressed in the high school's programs.

English language instruction is embedded in the teaching of content areas. At the core of the instructional program is the Integrated Learning Center (ILC), which engages students in small-group interdisciplinary learning activities designed to facilitate English language acquisition, supplement content area studies, and promote students' personal growth as members of the school community.

In the classroom, collaborative learning strategies encourage students at different levels of English language acquisition and academic preparation to work in small groups as they explore subject area studies and work on assignments. Students are encouraged to use their native language skills to support their learning of English. Staff use the students' past experiences and cultural backgrounds as resources to enrich their classroom learning experiences.

Extended-day study opportunities are available to help students with their academic work. Tutoring and small-group study sessions are available regularly. Students are also encouraged to participate in school teams and clubs.

Located on the LaGuardia Community College campus, the program allows students to take college courses for credit or advanced placement. In 1990, 150 students took courses in the College, and among them the rate of passing grades was 20 percent higher than that of the College's regular students. College professors also design special courses for the high school students. Students may use all the facilities of the college, including the library, cafeteria, and recreational facilities.

The gains for students in International High School are extraordinary. Ninety (90) percent of the entering class graduated three years later, and all the graduates applied and were accepted at postsecondary schools. All students were guaranteed admission to LaGuardia Community College, but 85 percent chose to attend four-year colleges. These standards have continued for subsequent classes.

The impact on faculty has been great, as well. Influenced by the collegial governance of the community college, the high school faculty have formed

A Story From International High School

Mahamet came to this country, illegally and alone, at age 14. He spent his first night in the United States in jail. When a cousin secured his release, the deportation orders allowed him to work for several months before the scheduled hearing. He came to International High School speaking no English and finished his studies while working daily to support himself.

Mahamet was a very willing and able worker, responsive to each offer of help. He eventually found paid work through the school's career-development program. He finished high school and continued at LaGuardia Community College while working to support himself. During his college years, he was hired under the College's intern program to assist in instruction at International High School. His mother and brother arrived in this country, and he was able to make and keep a home for them. He is currently attending a four-year college while he works for the school as a paraprofessional.

committees to address numerous organizational and instructional issues in their schools, team-teaching has become commonplace, and the faculty now interview applicants for jobs and make hiring recommendations to the principal. The community college faculty have learned from the high school students, too. They have been impressed by the level of work the high school students are able to do and the seriousness with which they address their tasks. And the emphasis on instructional strategies at the high school has begun to influence the way the community college faculty approach their courses.

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Comprehensive Programs

Although most school/college collaborations focus on an individual program or on one school or district, educators increasingly see the need for programs that affect a wider range of students more comprehensively. To improve opportunities and achievement for a wide range of students, colleges must get involved with school operations and the communities in which the students live. The programs described in this section push the boundaries of school/college collaboration, intertwining the interests of schools, colleges, and communities in new and creative ways.

Maricopa Community Colleges — The Think Tank

"As the schools go, so goes the city." That was the premise that in 1988 led a group of educators concerned about the future of inner-city Phoenix students to form a unique group known as The Think Tank.

The group, comprising representatives from five elementary districts, the Phoenix Union High School District, the Maricopa Community College District and its five colleges, Arizona State University, local businesses, and the city government, is dedicated to improving the opportunities and success of students at risk of failure or dropping out of school. The targeted population is 57 percent Hispanic, 17 percent African American, and 3 percent Native American. By working together, the group hopes to improve coordination among service

providers, articulation among institutions, programs to address the specific needs of at-risk students, and programs to increase opportunities for students in need. Think Tank members meet regularly to identify problems, potential solutions, and resources. Each year, at least three staff retreats are held to comprehensively review educational issues and progress. Members then work through their own organizations to make these things happen.

A wide variety of projects have grown out of Think Tank activities, including the following:

- A project to combine data from the five elementary districts, the high school district, and numerous postsecondary institutions in the area to track student performance and compare it among groups. The project will be most important in tracking students who move from one area to another or from one educational level to the next.

- Several programs focus on increasing parental involvement in the schools and in the children's education by helping parents increase their own educational level. These adult literacy programs help parents who did not graduate from high school to get their GED. They also focus on helping parents gain the confidence to participate more actively in school.

- Community colleges are working with neighboring high schools to allow students to take college-level courses while still in high school.

- The Urban Teacher Corps Project helps classroom aides complete their college degrees and teaching certificates. The project's goal is to increase the number of bilingual and minority teachers. Businesses provide scholarships, while the colleges work with these older, part-time students to help assure their success.

- Elementary and secondary school staff are beginning to meet regularly to discuss plans for staff development and to work out ways to share information and resources.

- An information clearance center has been started in one school to coordinate information on the range of social services available in the city; the information is made available to school personnel.

The Think Tank's goal is to develop "wrap-around" programs that would ensure student success, kindergarten through college, providing a solid educational experience, enrichment activities, and tight parental connections so that all children can succeed.

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University of California, Irvine — Project STEP

In perhaps one of the most unique and comprehensive partnership arrangements in the country, the University of California, Irvine, California State University at Fullerton, and Rancho Santiago Community College are working with the Santa Ana Unified School District (92 percent minority, predominantly Latino) to improve the quality of education and postsecondary opportunities of students

throughout the district. Begun in 1982, Project STEP (Student/Teacher Educational Partnership) covers virtually every aspect of schooling: classroom instruction, curriculum development, support services, staff development, expectations, and articulation.

Working through an Administrative Council, these institutions identify district and school needs and coordinate activities to meet those needs. Critical to the program's success is that one of the partners assumes responsibility for each project, forming task forces, finding resources, and following through on implementation.

Project STEP has transformed the Santa Ana School District. Over a six-year period, school and college faculty worked together to develop and implement a new K-12 math curriculum that is based on the new state framework. Task forces meet regularly to evaluate current activities and plan new ones in the areas of math, science, student outreach, drug prevention, and self-esteem and faculty forums. The myriad of special projects that occur in any urban district are being brought under the STEP umbrella and coordinated with existing programs and district goals.

The results became apparent when the district's college-going rate rose from an estimated 10 percent in 1983 to 65 percent by 1987. The 1990 results of an annual survey of high school graduates revealed that 73 percent of the Class of 1989 respondents were enrolled in postsecondary education — 21 percent enrolled in four-year institutions and 52 percent in community colleges. Within the schools, the percentage of students enrolled in college-preparatory courses has increased, as has the number of students who complete four years in the same high school.

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Hispanic Association of Colleges and Universities – Hispanic Student Success Program

In 1988, the Hispanic Association of Colleges and Universities (HACU) established the Hispanic Student Success Program (HSSP) in San Antonio, Texas. Supported by both the Pew Charitable Trusts and the Ford Foundation, the program aims to address the alarmingly low rate of college enrollment and completion among Hispanics. On average, for every 1,000 Hispanic children who enter the educational system, only 70 graduate from college.

HSSP is an integrated, comprehensive, long-term model program that works in six poor, predominantly Hispanic school districts to increase student access to and success in higher education. The program combines strategies to improve the performance of Hispanic students and to develop an understanding of education among their parents, many of whom dropped out of school themselves.

The program targets students in grades two to sixteen. Paul Ruiz, director of the program, explains, "HSSP is a critical mass program which broadly impacts on thousands of students. We are not about programs that affect small numbers. We want to hit all levels of need. And any effort for change

has to be systemic because the 'customer' is not monolithic. The kids are so diverse, and all have different needs." HSSP is concerned with making positive changes that can be duplicated throughout a community.

A prime example of this strategy is the HSSP Enrichment Centers. Driven by the reality that at-risk Hispanic students need to study more after school, HSSP established the Center concept to provide elementary students with a structured place to study and get assistance with homework. The Centers, which are housed in the elementary schools, are open four days a week after school and are staffed by teachers and parents. HSSP provides eighteen $900 yearly stipends for schools that want to set up an Enrichment Center. One goal is to have more than fifty Centers in the city. As with all HSSP programs, the aim of the Center is to establish an approach that is "economical, easily dispensable, practical, and replicable," according to Ruiz.

Another HSSP program, the Academic Year Enrichment Program (AYEP), addresses the whole arena of college-going habits and traditions for high school students, including test-taking skills, college admission requirements, and financial aid. AYEP offers students a wide variety of activities and services, including workshops and seminars on college access and visits to universities to attend lectures and performances. AYEP seeks to fill the gaps in school services. Ruiz states that since the program has been in place, the number of young people signing up to take college entrance exams has increased significantly. This program affects more than the students; the college/university and school faculty involved have developed relationships as a result of the collaborations.

HSSP also conducts two summer programs. Project EXCEL is a laboratory school for fourth- and fifth-grade students, emphasizing group work and discovery learning. The six-week summer program also helps equip teachers, who come from San Antonio public schools, with new ideas and techniques they can take back to their regular classrooms in the fall. Leadership Development programs bring seventh-grade student leaders, including influential troublemakers, to the college campus for residential programs. Both programs include year-round follow-up activities.

At the college level, more than seventy community college students will be involved in the Bridge to Success summer program. The goal there is to increase the rate among Hispanic students of transfer to four-year universities. The students will enroll for summer school in any one of four local universities.

HSSP has programs targeted at parents, too. The Community Organizations/ Parental Involvement Action Component links HSSP to community organizations and other education projects in the area that seek to educate and involve parents.

HSSP has been successful in achieving its goals. The program will affect more than 22,000 Hispanic students yearly, 67,000 since its inception. It has replicated Enrichment Centers across the city. More and more students are taking the necessary college entrance exams, and faculty from schools and colleges are forming strong relationships. In addition, HSSP staff have been instrumental in bringing more than 319,900 books to area Hispanic public school children under the "Books for Home" project.

A key philosophy that links the work of all HSSP programs is to nurture and encourage a sense of responsibility in students, school and college educators, and parents to invest in education.

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Arizona State University — Project PRIME

In 1987, alarmed by the high rate at which minority students were dropping out of high school and the low rate of minority student college attendance in Arizona, three groups — The College Board, the Educational Testing Service, and the Hispanic Higher Education Coalition — joined to address these issues. The groups reviewed hundreds of educational initiatives targeted at low-income and minority students that had proven to be successful in the field. The result of their work became Project PRIME, a series of proven, school-based initiatives designed to increase the number of minority students who receive solid academic preparation in high school and graduate from college, particularly with degrees in math and science.

Project PRIME is a comprehensive model, administered by Arizona State University, that brings together schools, colleges/universities, businesses, and

community organizations. PRIME operates statewide, in both urban areas such as Phoenix and rural communities.

The initiatives of PRIME touch students mainly in grades seven through twelve. In the seventh and eighth grades, students take Algebridge, which starts students on a college-going path in math. Ninth graders begin MESA (Math, Engineering, and Science Achievement), an enriched math and science program that continues through high school. Tenth graders begin preparation for standardized college entrance exams in a course called TestSkills. Finally, eleventh and twelfth graders participate in Options for Excellence, which introduces them to college-level courses in math, science, and language arts.

In addition to programs for students, PRIME puts strong emphasis on getting parents involved in the education process. Through various programs working with elementary and high school parents, PRIME works to empower parents to become partners in their children's education.

Since PRIME's inception, its students have achieved dramatic successes. Average ACT scores have risen four points. The number of minority students taking AP exams has increased 166 percent, and standardized test scores in math have risen more than 10 percent. In addition, PRIME has been extremely successful in recruiting parents, 75 percent of whom report that without PRIME they would not be involved.

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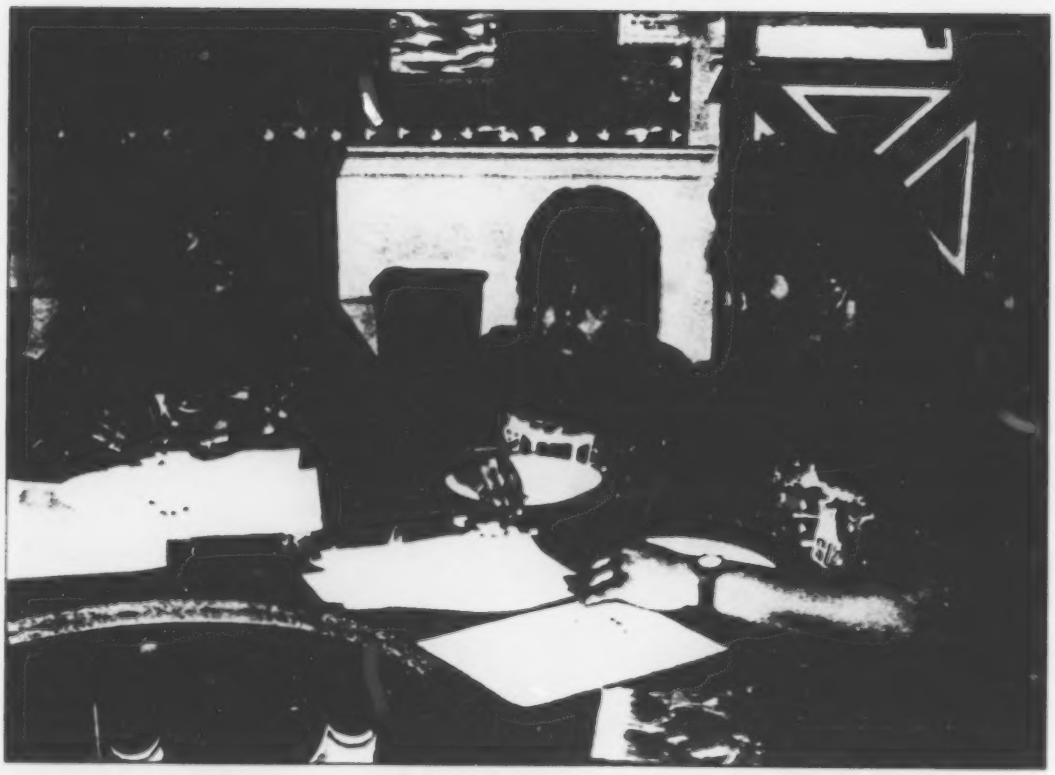

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About AAHE And Its School/College Collaboration Activities

The American Association for Higher Education (AAHE) is a national organization of individuals joined in two related purposes: to advance the quality of American higher education and to advance their own effectiveness as teachers, learners, managers, and policy makers. AAHE's conferences, publications, and special projects serve as vehicles for the exchange of ideas and information that lead to genuine reform.

AAHE members receive ■ A free subscription to the bimonthly magazine *Change*. ■ Monthly issues of *AAHE Bulletin* throughout the academic year. ■ Special discounts on registration for the National Conference on Higher Education and other convenings. ■ Discounts on subscriptions to two non-AAHE periodicals: *The Journal of Higher Education* and *ASHE-ERIC Higher Education Reports*. ■ "Members Only" discounts on Hertz car rentals. ■ Voting privileges in AAHE elections. ■ Eligibility for membership in one or more of AAHE's special-interest groups: the Caucuses and the Action Communities. ■ Access to and services from AAHE's special projects.

AAHE's Special Projects

Member support enables AAHE to initiate externally funded special projects that serve the broad needs of the higher education community. These special projects are created and staffed to carry out specific, specially targeted agendas.

AAHE's special projects include:

- *AAHE's Office of School/College Collaboration.* (See below.)

- *AAHE Assessment Forum.* The AAHE Assessment Forum coordinates and advances thoughtful assessment across the country. Its annual AAHE Conference on Assessment in Higher Education, publications, and information-referral services offer access to up-to-date information on assessment theory and practice.

- *AAHE Teaching Initiative.* Made possible by a gift from Allen Jossey-Bass, the AAHE Teaching Initiative includes a number of activities aimed at improving college teaching. At the center of those activities is a project funded by Lilly Endowment, Inc., to develop cases about classroom situations that faculty can use to reflect on their own practice. Also under the auspices of the Initiative, AAHE cosponsors a national conference on TA training; works with campuses to promote the development and use of the "teaching portfolio" to document effective teaching; and convenes faculty for an annual Forum on Exemplary Teaching.

AAHE's School/College Collaboration Activities

AAHE's Office of School/College Collaboration was established in 1990 to coordinate the Association's growing involvement in linking the work of schools and colleges. The office promotes collaboration at the elementary, secondary, and postsecondary levels through several special initiatives and a variety of services.

AAHE's collaboration activities include the following:

National Conference on School/College Collaboration The Conference, an annual event in June, provides a forum for school and college administrators and faculty to share information and discuss new ideas and topical issues in collaboration and reform.

Community Compacts for Student Success The Community Compacts for Student Success initiative, administered by AAHE for the Pew Charitable Trusts, enables participating communities to develop and carry out collaborative, outcome-based, systemic strategies to increase student graduation from high school and entry and success in postsecondary education.

Education Roundtable The Education Roundtable is a new initiative of AAHE aimed at drawing leaders from K-12 and higher education together to develop and carry out joint strategies to improve education — and student achievement — at all levels.

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